JUSTICE INSTITUTE
of BRITISH COLUMBIA

Office of the Board

JIBC 25 YEARS

April 22, 2004

The Honourable Shirley Bond
Minister of Advanced Education
PO Box 9056, Stn Prov Govt
Victoria BC
V8W 9E2

Dear Minister:

On behalf of the Justice Institute of British Columbia (JIBC), we are pleased to present the Justice Institute's Institutional Service Plan for 2004 – 2007.

Core to the Service Plan is the JIBC's new Strategic Plan which was approved by the Board of Governors on March 25th, 2004. The plan describes our vision for the future and creates a clear sense of direction and unity of purpose for our Institute. In addition, it focuses the JIBC's priorities and develops clear goals and measurable objectives. To ensure that the strategies approved by the Board achieve the intended results, each division within the JIBC develops an annual operational plan to align the local activities with the institute's mission and strategic direction. A copy of the new Strategic Plan 2004-2007 is attached.

The JIBC has successfully followed the Strategic Plan 2001-2004 (copy attached) and has successfully completed the audit for continuous quality improvement. This affirms our registration under ISO 9001:2000 which requires us to continue the strategic planning and implementation processes, reinforcing our focus on accountability.

As Board Chair and President, we accept accountability for this Institutional Service Plan. We are excited by the vision and strategic direction this plan provides for the Justice Institute, and look forward to bringing the plan to life in the next three years.

Respectfully submitted,

Lynn Harrison, Chair
Board of Governors

Jack McGee
President

encs.

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JUSTICE INSTITUTE of BC

2004-2007 Institutional Service Plan

INTRODUCTION

The Justice Institute of BC has become a world leader in justice, public safety and human services education and training.

Our growth over the years has been tremendous. In our first year (1978) we trained just over 2,000 students. Today, our student numbers are over 27,000 and our offerings include programs ranging from basic training to Masters programs in partnership with other learning institutions.

Students access our programs in the traditional classroom style, and increasingly through online programs, with over 6,000 students in our online programs. We also take our programs out into the community. Last year, our instructors were in 173 communities in BC delivering programs.

Our international reputation brings students and governments from around the world to the JIBC, in search of best practices and training delivery.

Core to our Service Plan is the JIBC's new Strategic Plan that was approved by the Board of Governors on March 25, 2004. The plan describes our vision for the future and creates a clear sense of direction and unity of purpose for our Institute. The plan lists 5 key action areas and strategies for success. To ensure that the strategies approved by the Board achieve the intended results, each division within the JIBC develops an annual operational plan to align the local activities with the institute's mission and strategic direction.

The JIBC successfully followed our Strategic Plan for 2001-2004 and has successfully completed the audit for continuous quality improvement. This affirmed our registration under ISO 9001:2000 that requires us to continue the strategic planning implementation processes, thus reinforcing our focus on accountability.

Our comprehensive Institutional Service Plan for 2004-2007 provides us with the focus to guide us through the challenges and to seize the opportunities that await us.

105-03883/

CONTEXT

A provincial mandate ...

The JIBC fills a unique role in the public post-secondary system of British Columbia as a Provincial Institute with a specific mandate to provide learning opportunities in justice, public safety and related human services.

This mandate recognizes the interconnectedness that exists amongst justice and public safety agencies, the need to protect sensitive training content, and the reduction of cost that can be achieved for critical incident training by consolidating specialized instructional facilities and human resources.

The concentration of specialized justice and public safety learning resources at the JIBC builds upon the close working relationship fostered between the Institute, employers and practitioners, and enhances the capacity of the Province of BC to respond quickly, appropriately, effectively and efficiently to emerging learning needs in these critical fields.

... With an increased demand for advanced specialized learning opportunities and recognition ...

The JIBC has a long tradition of providing professional learning opportunities to address the vocational needs of justice, public safety and human services professionals in British Columbia, and of responding promptly to meet the learning needs of contract clients in British Columbia, Canada and around the world. Much of this training is documented with certificates of achievement and records of attendance for individual courses and short programs.

In addition to these practical learning needs, students, employers and the public interest now require advanced education in these specialized areas along with appropriate credentials to mark higher levels of achievement and the capacity to transfer credit for learning at the JIBC to other post-secondary institutions. These demands require a more comprehensive and integrated approach to the development and recognition of programs than has existed at the Institute in the past.

... Occurring within a dynamic planning environment ...

As part of the annual planning cycle, each Academy, Division and Department identifies the critical drivers of change in its particular discipline. Most operational units find themselves in a period of transformation characterized by reduced public funding, increased demand for training, and the process of increased "credentialing" at the institution. While some of the elements of change are unique to the individual area, there are also common themes that cut across the context of planning for results at the JIBC. The listing below captures those issues that are widely shared throughout the institution:

- Many key clients have gone through significant restructuring and/or downsizing, thus causing them to review or modify their relationship with the JIBC, including a re-focus of our services and their funding through new common service models and multi-year contracts.

- Strategic partnerships within and beyond the institution have become keys for success in several program and service areas. Collaboration at the provincial, national and international level is occurring more and more to ensure the development and delivery of high quality, effective programming.

- While much of the training continues to be conducted within a legislative framework, there is an increasing need to undertake aggressive business development and utilize effective and efficient business processes to grow our markets.

- The needs of our students, clients, communities and regions are varied, and there are pressures to strengthen our core programming by offering a diversity of curricula to meet those needs. Innovative integrated technology and instructional strategies that build competitive advantage by increasing "in-your-home-community" learning access for our target student populations complements the programming content.

- Stakeholders' expectations and demands are high. Our annual plans must build a learning environment that attracts and motivates our students, clients, staff and instructional team as well as provide added value to students and staff from all JIBC areas through effective and efficient support systems. Therefore, it is essential that efforts be made to create an infrastructure and service culture with a focus on:
    - Responsiveness to student, public and client demands;
    - Open communications and collaboration with JIBC faculty, staff, board and ministry officials;
    - Problem-solving approaches to issues;
    - Flexibility in response to changing demands; and
    - Emphasis on JIBC strategic initiatives.

All of these efforts are made in the broad context of trends in our external environment that drive change in society at large.

- There is the presence of more:
    - Information technology
    - Student debt
    - Aging population and retirements
    - Concern about personal security and public safety
    - Distance education
    - Retraining
    - Diversity
    - Access to education 24 hours a day, 7 days a week
    - Accountability
    - Upgrading of skills

- Forecasters and analysts continue to monitor new and different:
  - Workplace skills
  - Partnerships
  - Forms of work
  - Life long learning
  - Search for work/life balance
  - Forms of competition

- Environmental scanning practices within the JIBC scrutinize the changing:
  - Government policies and funding
  - Male/female ratios in our programs
  - Expectations of value and service
  - Expectations of the training experience
  - Image and reputation of the professions we serve

STRATEGIC PLAN 2004 – 2007

We at the Justice Institute of British Columbia have developed a Strategic Plan to describe our vision for the future and create a clear sense of direction and unity of purpose for our Institute in the context of our environment as described in the preceding pages.

Our Mission:
Innovative education and training for those who make communities safe

Our Vision:
A world leader in education, training and the development of professional standards of practice in justice, public safety and human services

Our Values:

- We are learning centred, quality driven and committed to continuous improvement.
- We combine professional expertise, work experience and instructional skills to design and deliver programs that are practical and relevant.
- We provide a safe and healthy working and learning environment.
- We communicate openly and work collaboratively and cooperatively throughout the institute to build trust and strengthen the organization.
- We are ethical and treat all people with fairness, integrity, and respect.
- We foster innovation and an entrepreneurial spirit.
- We integrate our structures and processes to enhance efficiency and effectiveness.
- We are fiscally responsible, focusing our resources on our core competencies.
- We are accountable for our performance and results.

Our Areas of Expertise

Since its inception, the Justice Institute of British Columbia has been renowned for our specialized content areas. These now include:

- Conflict resolution, negotiation, mediation/third party intervention, restorative practices
- Corrections and community justice (adult and youth)
- Court services operations (sheriffs, registry, management)
- Emergency management, emergency social services, search and rescue
- Critical incident stress management
- Emergency vehicle operation, advanced driver training, accident investigation
- Fire services (recruit, officer, industrial, marine, hazmat)
- Paramedics, emergency medical services, resuscitation
- Policing, law enforcement, private security
- Victim services, child welfare, family violence, youth at risk, community safety

Graduates of our programs will possess the following core competencies:

- **Communication**
Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

- **Information Literacy**
Recognize when information is required and effectively locate, evaluate and use the needed information.

- **Leadership**
Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

- **Project Management**
Plan, organize, and control resources to achieve specific goals within the constraints of time, materials, cost and quality.

- **Critical Thinking**
Identify and examine issues and ideas, analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

- **Interpersonal Relations**
Know and manage oneself; recognize and acknowledge the needs and emotions of others.

- **Numeracy**
Determine what is required to be measured, perform calculations and analyze and apply the resulting data.

- **Teamwork**
Understand and work productively within the dynamics of a group, respect others' perspectives and provide constructive feedback.

Key Action Areas and Objectives

To fulfill our Mission and Vision, we achieve results in five key action areas:

We …

- Develop and deliver high quality programs that focus on success for our students and clients,
- Create an environment that supports our people,
- Expand entrepreneurial activities that enhance our programs and services,
- Apply strategies that ensure effectiveness and financial viability, and
- Advance our global and regional reputation and leadership.

Activity in all Academies, Centres and Divisions is guided by results-oriented objectives in the key action areas, as outlined on the following pages.

1.0 Develop and deliver quality programs that focus on success for our students and our clients

1.1 Increase the number of credentialed programs, credit courses and transfer agreements to create more career paths for our students and clients

1.2 Enhance and develop new opportunities and approaches for experiential learning to provide quality, competency-based programming

1.3 Expand distributed learning opportunities to meet the needs of students and employers

1.4 Enhance interdisciplinary programming to build on the full breadth of our subject matter expertise

1.5 Establish facilities, partnerships and technologies to serve as the foundation for our programs

1.6 Sustain continuous quality improvement through initiatives that include ISO certification and relevant professional accreditations

2.0 Create an environment that supports our people

2.1 Clarify, strengthen and apply our values

2.2 Enhance and support effective internal communications

2.3 Implement a comprehensive Human Resources plan, including career development plans, performance review, and employee orientation, based on a collaborative model that supports institution-wide strategic initiatives

3.0 Expand entrepreneurial activities that enhance our programs and services

3.1 Identify and serve new markets

3.2 Build new programs and services for existing students and markets

3.3 Enhance our communication technologies to provide increased access to innovative, high quality programs and services.

4.0 Apply strategies that ensure effectiveness and financial viability

4.1 Enhance services through the increased integration of technology

4.2 Use effective decision-making processes, including the development and implementation of a method to allocate resources for JIBC-wide priorities

Expand our institutional research capacity to inform decision-making

4.4 Establish and build contingency funds and plans

4.5 Increase success in JIBC fundraising activities

5.0 Advance our global and regional reputation and leadership

5.1 Sustain and enhance the JIBC's mandate in justice, public safety and human services education and training

5.2 Develop the capacity to conduct and publish applied research

5.3 Strengthen intellectual property policies and procedures

5.4 Create, implement and monitor an external development plan, to include JIBC-wide marketing and external communications.

5.5 Create, implement and monitor marketing and communications plans for Academies and Divisions that complement JIBC-wide plans

Specific Strategic Initiatives cutting across key action areas and the JIBC as a whole and producing flagship results in the next three years include:

- Credentialing
- Virtual JIBC
- Applied Research
- Critical Incident Simulation Centre

Key Criteria for Selection and Design of Performance Measures

When the first iteration of the Accountability Framework was being developed, there was considerable discussion about what criteria should guide its conceptual development and choice of performance measures. As part of this discussion, the following basic, widely-used questions about the public post-secondary system were identified:

1. Is the public post secondary system big enough? (ie. size)
2. Is the public post secondary system good enough? (ie. quality)
3. Is the public post secondary system balanced? (ie. relevance and responsiveness)
4. Is the public post secondary system efficient? (ie. timely and cost effective)
5. Is the public post secondary system equitable? (ie. fair and affordable access)

The above questions, along with consideration of the significant role of innovation and knowledge generation in public post-secondary institutions, were then translated into the following set of key criteria for 'telling the story' about public post-secondary education in British Columbia.

Key Criteria for Public Post-Secondary Education

1. Capacity The public post-secondary system is of sufficient size to meet the needs of the province.
2. Quality The public post-secondary system is of sufficient quality to meet the needs of students, employers, and citizens.
3. Comprehensiveness The public post-secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of education.
4. Efficiency The public post-secondary system is able to deliver education programs to students in a timely and efficient manner.
5. Accessibility All citizens have equitable and affordable access to public post-secondary education.
6. Research The public post-secondary system contributes to the cultural and economic well being of citizens through discovery, innovation and the creation of knowledge.

All performance measures in the Accountability Framework are linked to at least one of the key criteria listed above. An added benefit of aligning the Accountability Framework performance measures with these key criteria is that doing so will improve comparability of performance in British Columbia's public postsecondary system with performance of public post-secondary systems in other jurisdictions.

Institutions including the Justice Institute of B.C. are to link the objectives in their strategic plan to the Accountability Framework. For the Justice Institute, the links are as outlined below in the following two charts:

JI OBJECTIVES ▶	1.0	1.1	1.2	1.3	1.4	1.5	1.6	2.0	2.1	2.2	2.3	3.0	3.1	3.2	3.3	4.0	4.1	4.2	4.3	4.4	4.5	5.0	5.1	5.2	5.3	5.4	5.5
KEY CRITERIA																											
Capacity	x					x						x	x	x						x	x						
Quality	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x				x	x	x	x	x	x
Comprehensiveness	x	x	x	x	x				x	x	x	x	x	x				x	x			x	x			x	x
Efficiency	x	x		x	x	x	x	x	x	x					x	x	x	x	x	x	x		x			x	x
Accessibility	x	x				x			x			x	x	x	x		x			x	x		x			x	x
Research								x								x			x					x	x		

Ministry of Advanced Education's Key Criteria for Public Post-Secondary Education	*JIBC Goals and Objectives – 2004 - 2007*
CAPACITY The public post-secondary system is of sufficient *size* to meet the needs of the province.	1.0, 1.5 3.0, 3.1, 3.2 4.4, 4.5
QUALITY The public post-secondary system is of sufficient *quality* to meet the needs of students, employers, and citizens.	1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2.0, 2.1, 2.2, 2.3 3.0, 3.3 4.0, 4.1, 4.2 5.0, 5.1, 5.2, 5.3, 5.4, 5.5
COMPREHENSIVENESS The public post-secondary system is of sufficient *quality* to meet the needs of students, employers, and citizens.	1.0, 1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.0, 3.1, 3.2 4.2, 4.3 5.0, 5.1, 5.4, 5.5
EFFICIENCY The public post-secondary system is able to deliver education programs to students in a *timely* and *efficient* manner.	1.0, 1.1, 1.3, 1.4, 1.5, 1.6 2.0, 2.1, 2.2 3.3 4.0, 4.1, 4.2, 4.3, 4.4, 4.5 5.1, 5.4, 5.5
ACCESSIBILITY All citizens have *equitable* and *affordable access* to public post-secondary education.	1.0, 1.1, 1.5 2.1 3.0, 3.1, 3.2, 3.3 4.1, 4.4, 4.5 5.1, 5.4, 5.5
RESEARCH The public post-secondary system contributes to the cultural and economic well being of citizens through *discovery, innovation and the creation of knowledge.*	2.0 4.0, 4.3 5.2, 5.3

The Ministry of Advanced Education has asked institutions, including the Justice Institute of B.C. to report on specific performance measures and targets. linked to the appropriate criteria identified above. These measures and targets for the Justice Institute are outlined below.

Baseline and Performance Targets

Justice Institute of British Columbia

JIBC Objectives	AVED Key Criteria*	Performance Measure	Baseline Data	Performance Targets		
				2004/05	2005/06	2006/07
1.0, 4.0	**Capacity** AF-1	Total student spaces	To be determined through budget process	To be determined through budget process	To be determined through budget process	To be determined through budget process
1.1, 3.0, 5.0	**Capacity** AF-2	Number of degrees, diplomas and certificates awarded	382 total credentials awarded (2001/02) 794 total credentials awarded (2002/03)	Increase by 1.5% (3% from 2001/02 baseline)	Increase by 1.5% (4.5% from 2001/02 baseline)	Increase by 1.5% (6% from 2001/02 baseline)
3.2, 5.0	**Capacity** AF-4	Percent of annual educational activity occurring between May and August	System Average – 13.3% (2001/02)	Contribute toward achievement of system target of 21% system wide average		
1.0, 2.1	**Access** AF-8	Total number and percent of public post-secondary student population that is Aboriginal	Data for 2002/03:			
		Number	282	Maintain or increase	Maintain or increase	Maintain or increase
		Percent	1.1	Maintain or increase	Maintain or increase	Maintain or increase
1.1, 1.5	**Efficiency** AF-10	Number of block and course transfer agreements	Data for 2002/03:			
		Block transfer	Agreements as Sender: 2	Contribute toward achievement of system level target		
		Course to course transfer	Agreements as Sender: 1	Contribute toward achievement of system level target		
1.5, 1.6	**Efficiency** AF-11	Student satisfaction with transfer	N/A (2003 survey)	Contribute toward achievement of system level target		

JIBC Objectives	AVED Key Criteria*	Performance Measure	Baseline Data	Performance Targets 2004/05	2005/06	2006/07
1.0, 2.0	**Quality** AF-13	Student outcomes – skills gained	Data for 2003 (2003 survey)			
		Written communication	47.1% (+/- 22.1%)	Maintain high level of satisfaction (benchmark = 85%) or demonstrate performance improvement over time		
		Oral communication	62.1% (+/- 15.5%)			
		Group collaboration	85.7% (+/- 8.6%)			
		Critical analysis	83.7% (+/- 8.9%)			
		Problem resolution	82.5% (+/- 9.7%)			
		Reading and comprehension	76.5% (+/- 12.2%)			
		Learn on your own	70.3% (+/- 12.4%)			
1.0, 3.0	**Quality** AF-14	Student satisfaction with education	88.4% (+/- 7.8%) (2003 survey)	Maintain high level of satisfaction (benchmark = 90%) or demonstrate performance improvement over time		
1.6, 2.0	**Quality** AF-15	Student assessment of quality of instruction	93.0% (+/- 6.2%) (2003 survey)			
1.2, 1.4, 1.5, 1.6	**Comp.** AF-19	Student assessment of usefulness of knowledge and skills in performing job	45.5% (+/- 28.2%) (2003 survey)	Maintain high level of satisfaction (benchmark = 90%) or demonstrate performance improvement over time		
1.5, 1.6, 3.3	**Comp.** AF-20	Student outcomes – unemployment rate	2.3% (2003 survey)	Maintain unemployment rate for former Justice Institute students below rate for persons with high school credentials only in your region		

Notes:

1 Baseline and performance data for Aboriginal student counts will be calculated as follows: a student is considered Aboriginal if they self identify on institution registration or are identified as Aboriginal in k-12 enrolment records. Total count is unduplicated.

2 Performance targets for measures using student outcomes data will be based on annual percentages or percentages in relation to past performance. If annual performance is below benchmark, performance will be evaluated on the basis of whether linear data trend line (best fit) is inclined or declining.

*These linkages and corresponding measures are based on information provided in the *Standards Manual for Accountability Framework Performance Measures For British Columbia Public Post-Secondary System, 2004/05.* (http://www.aved.gov.bc.ca/accountability/framework.htm)

Financial Summary

Total revenue for F04/05 is forecast to be consistent with F03/04 at $34.8M. Tuition revenue will increase by 12% with a similar decrease in revenue from Provincial training contracts as the shift of funding from contract to tuition continues. Expenses will remain consistent and we are projecting a small surplus of .02% or $6K.

JUSTICE INSTITUTE of British Columbia

Strategic Plan

2004 – 2007

The Key Trends

The key trends that set the context for the JIBC's future success and drive our strategic thinking include:

MORE

- Information Technology
- Student Debt
- Aging Population/ Retirements
- Concern about Personal Security and Public Safety
- Distance Education
- Retraining
- Diversity
- Access to Education 24 Hours a Day, 7 Days a Week
- Accountability
- Upgrading of Skills

NEW

- Workplace Skills
- Partnerships
- Forms of Work
- Life Long Learning
- Search for Work/Life Balance
- Competition

CHANGING

- Government Policies and Funding
- Male/Female Ratios
- Expectations of Value/Service
- Expectations of the Training Experience
- Image and Reputation of the Professions We Serve

We at the Justice Institute of British Columbia have developed a Strategic Plan to describe our vision for the future and create a clear sense of direction and unity of purpose for our Institute.

OUR MISSION

Innovative education and training for those who make communities safe.

OUR VISION

A world leader in education, training and the development of professional standards of practice in justice, public safety and human services.

OUR AREAS OF EXPERTISE

Since its inception, the Justice Institute of British Columbia has been renowned for our specialized content areas. These now include:

- Conflict resolution, negotiation, mediation/third party intervention, restorative practices
- Corrections and community justice (adult and youth)
- Court services operations (sheriffs, registry, management)
- Emergency management, emergency social services, search and rescue
- Critical incident stress management
- Emergency vehicle operation, advanced driver training, accident investigation
- Fire services (recruit, officer, industrial, marine, hazmat)
- Paramedics, emergency medical services, resuscitation
- Policing, law enforcement, private security
- Victim services, child welfare, family violence, youth at risk, community safety

OUR VALUES

- We are learning centred, quality driven and committed to continuous improvement.
- We combine professional expertise, work experience and instructional skills to design and deliver programs that are practical and relevant.
- We provide a safe and healthy working and learning environment.
- We communicate openly and work collaboratively and cooperatively throughout the Institute to build trust and strengthen the organization.
- We are ethical and treat all people with fairness, integrity, and respect.
- We foster innovation and an entrepreneurial spirit.
- We integrate our structures and processes to enhance efficiency and effectiveness.
- We are fiscally responsible, focusing our resources on our core competencies.
- We are accountable for our performance and results.

Graduates of our programs will possess the following core competencies:

COMMUNICATION

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

CRITICAL THINKING

Identify and examine issues and ideas, analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

INFORMATION ANALYSIS

Recognize when information is required and effectively locate, evaluate and use the needed information.

INTERPERSONAL RELATIONS

Know and manage oneself, recognize and acknowledge the needs and emotions of others.

LEADERSHIP

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

NUMERICAL ANALYSIS

Determine what is required to be measured, perform calculations and analyze and apply the resulting data.

PROJECT MANAGEMENT

Plan, organize, and control resources to achieve specific goals within the constraints of time, materials, cost and quality.

TEAMWORK

Understand and work productively within the dynamics of a group, respect others' perspectives and provide constructive feedback.

JUSTICE INSTITUTE of British Columbia

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Maple Ridge Campus
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Boundary Bay Driver Training Facility
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Downtown Campus
Conference Place
400 Burrard Street, Vancouver, BC V6C 3A6

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KEY ACTION AREAS AND OBJECTIVES *To fulfill our Mission and Vision, we achieve results in the following key action areas:*

1.0

Develop and deliver high quality programs that focus on success for our students and clients

1.1 Increase the number of credentialed programs, credit courses and transfer agreements to create more career paths for our students and clients

1.2 Enhance and develop new opportunities and approaches for experiential learning to provide quality, competency-based programming

1.3 Expand distributed learning opportunities to meet the needs of students and employers

1.4 Enhance interdisciplinary programming to build on the full breadth of our subject matter expertise

1.5 Establish facilities, partnerships and technologies to serve as the foundation for our programs

1.6 Sustain continuous quality improvement through initiatives that include ISO certification and relevant professional accreditations

2.0

Create an environment that supports our people

2.1 Clarify, strengthen and apply our values

2.2 Enhance and support effective internal communications

2.3 Implement a comprehensive Human Resources plan, including career development plans, performance review, and employee orientation, based on a collaborative model that supports institution wide strategic initiatives

3.0

Expand entrepreneurial activities that enhance our programs and services

3.1 Identify and serve new markets

3.2 Build new programs and services for existing students and markets

3.3 Enhance our communication technologies to provide increased access to innovative, high quality programs and services

4.0

Apply strategies that ensure effectiveness and financial viability

4.1 Enhance services through the increased integration of technology

4.2 Use effective decision making processes, including the development and implementation of a method to allocate resources for JIBC-wide priorities

4.3 Expand our institutional research capacity to inform decision making

4.4 Establish and build contingency funds and plans

4.5 Increase success in JIBC fundraising activities

5.0

Advance our global and regional reputation and leadership

5.1 Sustain and enhance the JIBC's mandate in justice, public safety and human services education and training

5.2 Develop the capacity to conduct and publish applied research

5.3 Strengthen intellectual property policies and procedures

5.4 Create, implement and monitor an external development plan, to include JIBC-wide marketing and external communications

5.5 Create, implement and monitor marketing and communications plans for Academies and Divisions that complement JIBC-wide plans

Strategic Initiatives

Activities cutting across key action areas and the JIBC as a whole to produce flagship results

- Credentialing
- Virtual JIBC
- Applied Research
- Critical Incident Simulation Centre

JUSTICE INSTITUTE of BRITISH COLUMBIA

www.jibc.bc.ca

IMPLEMENTATION & MONITORING

To ensure that the objectives approved by the Board achieve the intended results, each academy, division and department prepares a local operational plan. These local plans facilitate the achievement of the JIBC's Strategic Plan throughout the Institute. Local operational plans will include priorities that fit with the Institute's strategic directions, producing achievable results in the key action areas. Management teams will collate and review the plans to ensure consistency, completeness and the complementary nature of the individual plans. All plans will be scrutinized to ensure that there are no gaps in activity or intended outcomes among the key action areas, nor that any specific plans lead to conflicting directions.

Regular status reports will be presented to the Board. Major objectives will be reviewed annually.